

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

11.11.5.—Many Voices, Many Visions: Analyzing Contemporary Environmental Issues



In this unit, students use a variety of analysis tools to examine the various perspectives held by stakeholders and advocacy groups regarding policy decisions made about resources and natural systems. They examine the complexity of policy issues regarding the nation's resources and natural systems that lead toward their controversial nature. This unit uses case studies to help students develop skills in analyzing complex and controversial issues. The first case involves the controversial expansion of Redwood National and State Parks in 1978. Other case studies explore issues such as winter use of snowmobiles in Yellowstone National Park and oil drilling in the Arctic National Wildlife Refuge. Students conduct a cost-benefit analysis of federal protected areas. They analyze readings and use a controversy analysis tool to investigate a public lands controversy. They examine briefing papers to analyze how individual property rights and liberties are impacted by the Endangered Species Act and the Wilderness Act. Then they write about the role of advocates in generating controversy and resolving issues.

		RH.11–12.1	RH.11–12.2	RH.11–12.3	RH.11–12.4	RH.11–12.5	RH.11–12.6	RH.11–12.7	RH.11–12.9	RH.11–12.10	WHST.11–12.2	WHST.11–12.4	WHST.11–12.5	WHST.11–12.9	WHST.11–12.10	SL.11–12.1	SL.11–12.3	SL.11–12.4	L.11–12.4
LESSONS	California Connections	✓	✓	✓		✓	✓	✓		✓	✓								✓
	1	✓	✓	✓	✓					✓	✓					✓			
	2		✓		✓	✓				✓						✓			
	3		✓		✓		✓	✓	✓			✓				✓	✓	✓	
	4		✓	✓	✓		✓		✓	✓							✓		
	5	✓	✓		✓				✓		✓	✓				✓			
	6	✓	✓		✓				✓		✓	✓	✓	✓	✓	✓			
Traditional Assessment			✓								✓								
Alternative Assessment		✓	✓					✓	✓		✓								
COMMON CORE STANDARDS																			

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **L:** Language Standards
- **RH:** Reading Standards for Literacy in History/Social Studies
- **SL:** Speaking and Listening Standards
- **WHST:** Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core Standards Applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 22–23 of this document.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class (optional stakeholder groups)
- **Lesson 2:** Whole class, pairs
- **Lesson 3:** Groups of 6
- **Lesson 4:** Whole class, individuals (optional partners or small groups)
- **Lesson 5:** Whole class, individuals, whole class
- **Lesson 6:** Whole class (optional groups), whole class (optional 3 groups)

National Geographic Resources

- **Political** wall map (Lesson 1)
- **Who Owns California** wall map (Lesson 2)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
Students answer multiple-choice questions. Then they describe key conflicts between environmental protection advocates and property rights advocates surrounding four issues that were studied in the unit. They list benefits and costs of establishing, expanding, and maintaining Redwood National and State Parks, and then select one of the cases studied in the unit and explain how the case illustrates the wide range of considerations and decision-making processes that are used in making decisions involving resources and natural systems. They use one of the analytical tools studied in the unit as part of their response.	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole... b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c) Use varied transitions and sentence structures to...create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language, domain-specific vocabulary, and techniques...to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Alternative Assessment	
Students use a Scoping Plan Task Sheet (Alternative Unit Assessment Master) to select a current local or regional issue, describe factors that need to be considered, identify laws and other information that may be useful in making a decision, list stakeholders, and propose alternative decisions that demonstrate their proficiency with History/Social Science Standard 11.11.5. The teacher decides whether to provide a list of issues from which students select their topic, or ask students to research issues and select their own.	<p>RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> a) ...organize complex ideas, concepts, and information... b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. d) Use precise language, domain-specific vocabulary and techniques...to manage the complexity of the topic...

Lesson 1: Decisions, Decisions, Decisions

Students read about the controversy over expanding Redwood National and State Parks and identify factors involved in deciding how to manage the issue. They apply their analysis skills to a second case study involving Yellowstone National Park, using a process called “scoping.”



National Geographic Resources

- Political wall map

Use this correlation in conjunction with the **Procedures** located on pages 36–37 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Key Unit Vocabulary (Student Workbook, page 2) to introduce new words throughout the unit.</p> <p>Tip: If Student Workbooks need to be reused from year to year, students should not write in them. Some strategies teachers use to preserve the workbooks are:</p> <ul style="list-style-type: none"> ■ Have students use binder paper or other lined or unlined paper. ■ Have students use a sheet protector over the page and write with a whiteboard marker. ■ Do together as a class on a projector or chart paper. ■ Project the digital fill-in version and do together as a class. ■ Students use digital devices to fill in the digital version found on the website. ■ Make student copies when necessary. 	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Step 1: Students examine the terms “natural resources” and “natural systems,” using the Key Unit Vocabulary to review definitions and interrelationships among various components of natural systems.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Steps 2–5: Students discuss the complexity of decisions affecting natural resources and natural systems. They use a process called “scoping” to identify and analyze factors in decision making. First, they discuss a local decision familiar to them, such as a student council action, and categorize the factors involved in making the decision, using Factors in Decision Making (Visual Aid #1).</p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>RH.11–12.2: Determine the central ideas or information of a...secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 2–5 (Continued):</p> <p>After locating Redwood National and State Parks on a map, students turn to California Connections: Controversies in Redwood Conservation (Student Edition, pages 3–6) and read the article. They discuss the following focus questions:</p> <ul style="list-style-type: none"> ■ What is the primary issue in the story? ■ Who are the individuals or groups considered to be stakeholders in the decision to expand the park? ■ What factors are considered in making the decision to expand the park? <p>Suggestion: Before reading, have students study the focus questions written on a chart or board in the classroom to give purpose for their reading.</p> <p>During the discussion, students help fill in the Factors in Decision Making chart.</p> <p>Suggestions for Common Core: During the discussion, assign groups of students the parts of various stakeholders (see the bullet in Step 4 of the Procedures for a list) and have each present the issue from their assigned perspectives. It would be valuable, once the assignments are given, to have each group read the article again, searching for factors that impact their stakeholder point of view. Encourage students to generate questions regarding additional information that would be helpful in examining this issue.</p> <p>To increase application of the Common Core Reading Standards, require students to cite specific textual evidence as they discuss the various factors involved in the issue. Have students clarify the various relationships between the ideas and factors as they fill out the chart, identifying details and information that overlap categories. Have students evaluate the decisions and actions that occurred over time, and ask them to locate areas in the text that leave matters uncertain or that need further clarification.</p> <p>Either during this lesson or on a future date, have students re-read the text, this time examining how the ideas are organized, how the text is structured, and how the authors present the information. Have students analyze how the details work together to create an understanding of the whole, and how their placement in specific paragraphs leads toward an understanding of the issues. Analyze how the author presents the various perspectives on the issue and whether it is effective.</p> <p>Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 17–21 to view specific suggestions for integrating Common Core Standards while reading this selection not only for content, but for text structure as well.</p>	<p>RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11–12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...in groups, and teacher-led) with diverse partners..., building on others' ideas and expressing their own clearly and persuasively.</p> <p>a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts...to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation...</p>

Student Tasks	Common Core Standards Applications
<p>Step 6: Students read Briefing Paper: Winter Use In Yellowstone National Park (Student Edition, page 7). They write two or three paragraphs that identify some of the factors considered in making a decision and how the factors may affect the decision.</p> <p>Suggestion: Have students create a graphic organizer similar to that used for analyzing the California Connections article (scoping) on which to organize the information before writing their analysis. Remind students of the specific Writing Standard elements they are expected to demonstrate in their paragraphs.</p>	<p>WHST.11–12.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Lesson 2: Our Public Lands: Conserving Resources and Preserving Natural Systems

Students review what they know about the history of the U.S. conservation movement, after which they work in pairs to analyze and compare four federal agencies in their management of public lands today.



National Geographic Resources

■ Who Owns California wall map

Use this correlation in conjunction with the **Procedures** located on pages 50–51 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Key Unit Vocabulary (Student Workbook, page 2) to introduce new words throughout the unit.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Step 4: Students work in pairs to read four different documents containing information about government agencies that manage their public lands. They fill out a chart specifying the different roles each agency fulfills.</p> <p>Afterwards, they discuss the similarities and differences among the four agencies, finding something unique about each.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.5: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.</p> <p>RH.11–12.10: By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4 (Continued):</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts...on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Lesson 3: Our Public Lands: Assessing Costs and Benefits

Students discuss the costs and benefits of a piece of public land in their own community. In groups, they conduct cost-benefit analyses of four public land parcels managed by federal government agencies, and they summarize their findings in presentations to the whole class.



Session 1

Use this correlation in conjunction with the **Procedures** located on pages 66–67 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Key Unit Vocabulary (Student Workbook, page 2) to introduce new words throughout the unit.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Step 4: The class is divided into groups of 6 students to conduct a cost-benefit analysis of an assigned national park, forest, wildlife refuge, or conservation district managed by the federal agencies they studied in Lesson 2. Students discuss the job titles and roles on the Stakeholder Role Cards and then choose a role card from a bag.</p> <p>Students read over information about their assigned location. Each group member assumes their selected role as they contribute ideas about the costs and benefits of establishing the assigned location. The group creates a large cost-benefit chart, and then prepares a one-minute summary of what they learned, being sure to end the summary with a well-supported conclusion statement. They prepare for one person to present the information in Session 2.</p> <p>Suggestion: Since students will be presenting their cost-benefit analysis during the next session, it may be possible to give each group more than one minute to give their summary. In this case, it might also be possible for more than one person to present their summary analysis.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</p> <p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4 (Continued):</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (...in groups, and teacher-led) with diverse partners..., building on others’ ideas and expressing their own clearly and persuasively.</p> <p>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence...</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Session 2

Use this correlation in conjunction with the **Procedures** located on page 68 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Steps 1 and 2: Students post their cost-benefit analysis charts. A person (or persons) from each group presents their summary, and, if there is time, the class may ask or answer questions. Students score each group on the quality of their analysis.</p> <p>Suggestion: <i>Provide students with a copy of the scoring sheet before they start the assignment.</i></p>	<p>SL.11–12.3: Evaluate a speaker’s... reasoning, and use of evidence and rhetoric, assessing the...premises...used.</p> <p>SL.11–12.4: Present information, findings, and supporting evidence..., conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning...CA</p>

Lesson 4: Roots of Controversy

Students analyze readings from differing perspectives and use a controversy analysis tool to investigate the Healthy Forests Initiative. They independently analyze varying perspectives on oil drilling in the Arctic National Wildlife Refuge (ANWR) and use the controversy analysis tool to summarize information on this issue.



Use this correlation in conjunction with the **Procedures** located on pages 86–87 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Key Unit Vocabulary (Student Workbook, page 2) to introduce new words throughout the unit.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Steps 3 and 4: Students learn about the Controversy Analysis Model (Visual Aid #3) and use it to analyze the Healthy Forests Initiative controversy. First, they examine each element of the model to learn its purpose. Five students read aloud the “Stakeholder” sections of Voices from the Healthy Forests Initiative Controversy (Student Edition, pages 16–17). The class uses the model to identify different aspects of the controversy.</p>	<p>SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis...</p>
<p>Steps 5 and 6: Students use provided primary sources, along with the skills they learned in Steps 3 and 4, to analyze a controversy involving a parcel of public land in the northern part of Alaska.</p> <p>First they review tips for reading primary sources. Then they read five different primary documents that provide them with different perspectives on the issues related to the Arctic National Wildlife Refuge. They use the controversy analysis model to analyze the conflict over oil-drilling in the Arctic and to gain an understanding of the issues.</p> <p>Suggestion: Students could work in partners or small groups during part of their class time for this assignment, then complete it on their own.</p> <p>Suggestion: Provide students an opportunity to discuss whether key pieces of information are left out of the primary sources. Ask students how they would corroborate the primary sources they are reading.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.3: Evaluate various explanations...and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p>RH.11–12.6: Evaluate authors’ differing points of view on the same...issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>RH.11–12.10: By the end of grade 12, read and comprehend history/social studies texts...independently and proficiently.</p>

Lesson 5: Regulations and Rights

Students review individual rights and liberties protected by the U.S. Constitution and Bill of Rights. They read briefing papers on the Endangered Species Act and the Wilderness Act and discuss how these laws influence individual property rights and liberties.



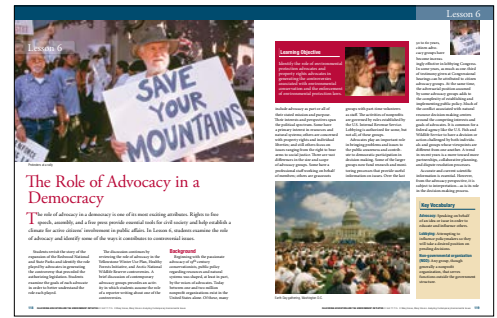
Use this correlation in conjunction with the **Procedures** located on pages 110–111 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Key Unit Vocabulary (Student Workbook, page 2) to introduce new words throughout the unit.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Steps 2 and 3: Students review and define the concepts of “individual rights and liberties,” “property rights,” and “eminent domain.” They read Briefing Paper: Endangered Species Act of 1973, as Amended (Student Edition, pages 25–26) and Briefing Paper: Wilderness Act of 1964, as Amended (Student Edition, pages 27–28), using five focus questions to determine how each of these Acts influence individual property rights and liberties. They write their responses to these questions.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <p>b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples...</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4: Students discuss the key provision of each Act they read about in the previous steps, as it pertains to natural systems and resources. They engage in a discussion in which they share their answers to the focus questions and relate how different stakeholders might be in favor of a piece of legislation, against it, or indifferent, depending on their point of view and how the legislation affects their interests.</p> <p>Suggestion: <i>Require students to cite the specific text evidence that leads toward their answers and to identify the point of view of different stakeholders, as well as the concerns underlying those points of view.</i></p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible...</p>

Lesson 6: The Role of Advocacy in a Democracy

Students revisit **California Connections: Controversies in Redwood Conservation**, identifying the role of advocates in generating the controversy surrounding Redwood National and State Parks' 1978 expansion. They discuss the role of advocates in the case studies explored in previous lessons and write an article about one of them.



Use this correlation in conjunction with the **Procedures** located on pages 122–125 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson. Use the Key Unit Vocabulary (Student Workbook, page 2) to introduce new words throughout the unit.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text...</p>
<p>Steps 2 and 3: Students review the document A Sampling of Advocacy Groups (Student Edition, pages 29–30) to learn of the diversity of advocacy groups in purpose, size, local and national scope, and political and social issues.</p> <p>Suggestion: <i>If you have time, rather than just reading this list silently, the class could be divided into groups which would each read about one of the four advocacy groups and then either share out as a whole class, or regroup so that one “expert” from each group now constitutes a new group where they share information (expert group jigsaw method).</i></p> <p>Students review the California Connections article about redwood conservation that they studied in Lesson 1, now with the intent to identify the role of advocates in the controversy about expanding the Redwood National and State Parks. They complete the chart Advocacy in the Redwoods (Visual Aid #7) as a class.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>
<p>Step 4: Students revisit some of the other cases from previous lessons that involved controversies: <i>Winter Use in Yellowstone National Park</i>, <i>Healthy Forests Initiative</i>, and <i>ANWR</i>. They read each related document again, searching for evidence to answer the following questions:</p> <ul style="list-style-type: none"> ■ What was the role of advocates in the controversy about winter use in Yellowstone National Park? ■ What is the status of the issue? Has the issue been resolved in a way that satisfies any or all of the stakeholders? <p>Reading: Briefing Paper: Winter Use in Yellowstone National Park (Student Edition, page 7)</p> <ul style="list-style-type: none"> ■ What was the role of advocates in the controversy about oil exploration and drilling in the Arctic National Wildlife Refuge (ANWR)? ■ What is the status of the issue? Has the issue been resolved in a way that satisfies any or all of the stakeholders? 	<p>RH.11–12.1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details...</p> <p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p>

Student Tasks	Common Core Standards Applications
<p>Step 4 (Continued):</p> <p>Readings: ANWR—U.S. Department of the Interior (Student Edition, page 20), ANWR—Gwich'in Nation (Student Edition, page 21), ANWR—Inupiat Eskimos (Student Edition, page 22), ANWR—U.S. Representative Don Young (Student Edition, page 23), or ANWR—Natural Resources Defense Council (Student Edition, page 24)</p> <ul style="list-style-type: none"> ■ What was the role of advocates in the Healthy Forests Initiative (HFI)? ■ What is the status of the issue? Has the issue been resolved in a way that satisfies any or all of the stakeholders? <p>Readings: Voices of the Healthy Forests Initiative Controversy (Student Edition, pages 16–17).</p> <p>Suggestion: After discussing the status of each issue, ask students to discuss the reasons why each issue has not been resolved, identifying where there is common ground, and where there is polarity or unmediated differences. Encourage students to identify further information that would be needed to get a deeper understanding of each perspective.</p> <p>Suggestion: Try this collaborative-discussion teaching technique: Divide the class into three groups. Have each group read their assigned document(s). Set up the discussion as a fishbowl experience, where the featured group sits in a circle in the center of the classroom, and the other group members sit in an outside circle. The inside group conducts the discussion around the questions, prioritizing citing evidence from the documents to support their claims, and using collaborative discussion techniques to carry the conversation from student to student to draw on a variety of perspectives. The outside circle listens for two elements: 1) The strength with which the members cite evidence to support their statements, and 2) the group's use of collaborative discussion techniques to involve all members and elicit a variety of perspectives. After each group's discussion, members from the outside circle share their observations, citing specific examples the inner group used as part of the collaborative process. Then the groups rotate positions so that a new group is in the center.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<p>Step 5: Each student takes on the role of a reporter for a national magazine that is assigned to write an article about the controversy surrounding one of three issues:</p> <ul style="list-style-type: none"> ■ Winter Use of Yellowstone National Park ■ The Status of the Arctic National Wildlife Refuge (ANWR) ■ The Healthy Forests Initiative <p>In their article, students clearly identify the issue along with its background, describe an advocate or advocacy group and explain their interests and goals, and provide an analysis of the role of advocates in generating the controversy surrounding the issue.</p> <p>Students create a headline and remain objective in their report, and use the Scoring Tool to develop, evaluate, and improve their writing before the due date.</p> <p>Suggestion: Discuss the structure differences for different types of writing and provide students the opportunity to compare articles to essays. Provide students with a copy of the Scoring Tool prior to writing and discuss each of the assessment items. Allow students to add to the list provided in the Scoring Tool.</p>	<p>WHST.11–12.2: Write informative/explanatory texts, including the narration of historical events...</p> <ul style="list-style-type: none"> a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Student Tasks	Common Core Standards Applications
<p>Step 5 (Continued):</p> <p>Extension Suggestion: Ask students to research a topic involving a variety of stakeholders and advocacy groups, conducting an analysis using the techniques used within this unit. For example, students could research an action being considered regarding California’s water issues, or a historical issue that is part of the course syllabus. (See Alternative Assessment for one method students could use to conduct and communicate their research.)</p>	<p>c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>WHST.11–12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.11–12.9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>WHST.11–12.10: Write routinely over... shorter time frames (a single sitting or a day or two)...</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the **California Connections** selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis; note any gaps or inconsistencies; note the date and origin of the source and whether it is primary or secondary. **(RH.11–12.1)**
- Note how the author sets up the central ideas or information; trace the relationship among key details and ideas; summarize how key events or ideas develop over the course of the text. **(RH.11–12.2)**
- Analyze a series of events described in the text; evaluate various explanations for actions or events; determine which explanation best accords with textual evidence; determine whether earlier events caused later ones or simply preceded them; acknowledge where matters are left uncertain. **(RH.11–12.3)**
- Note how the author explains and refines the meaning of key terms, symbols, domain-specific words, and phrases. **(RH.11–12.4)**
- Analyze how the structure is used to emphasize key points or advance an explanation or analysis and how key sentences, paragraphs, and larger portions of the text contribute to the whole. **(RH.11–12.5)**
- Compare and evaluate the point of view of the author(s); note which details are included and emphasized; assess the author's claims, reasoning, and evidence; compare the text with other authors on the same topic. **(RH.11–12.6)**
- Note how the information in the **California Connections** text integrates with information provided throughout the unit in diverse visual, quantitative, and qualitative formats, including tables, charts, research data, and maps, in print or digital texts. **(RH.11–12.7)**
- Assess whether the author's extent of reasoning and evidence in a text support the author's claim; evaluate the author's premises, claims, and evidence. **(RH.11–12.8)**
- When other documents are included, compare and contrast findings presented in this text to those in other sources, noting when the findings support or contradict previous explanations, and identify any discrepancies. **(RH.11–12.9)**
- Note comprehension strategies for understanding text. **(RH.11–12.10)**

Note: Standard descriptions from the Reading Standards for Literacy in History/Social Studies are paraphrased and combined, using terminology that applies to reading a **California Connections** selection.

Writing

Many **California Connections** selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the **California Connections** selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

RH.11–12.10: ...read and comprehend history/social studies texts... independently and proficiently.

Suggestion: While reading the text, have students apply reading strategies to aid comprehension of the social studies content.

RH.11–12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Suggestion: While reading the article, evaluate how well the author presents and supports the opposing interests and points of view regarding this issue.

WHST.11–12.2a: Introduce a topic...


- The introduction uses an interest grabber to connect with the reader.

RH.11–12.5: Analyze in detail how a...source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- These paragraphs set up background information about redwoods.

California Connections: Controversies in Redwood Conservation
Lesson 1 | page 1 of 4


Controversies in Redwood Conservation



California is home to a natural treasure—the tallest and most magnificent trees on Earth—coast redwoods (*Sequoia sempervirens*) and giant sequoias (*Sequoiadendron giganteum*). In Woody Guthrie's famous folk song, This Land Is Your Land, the reference to the redwood forest captures how these trees are beloved, not just for their beauty, but also as a national symbol.

Parklands, located along the coast of northern California, between Orick and Crescent City and south to Humboldt Redwoods State Park, are home to the coast redwoods and make up roughly 40 percent of the remaining old growth redwood forest.

The scientific name given the coast redwoods, *Sequoia sempervirens*, comes from the name of the Cherokee Indian chief Sequoyah and from the Latin *sempervirens* meaning "always green." Although these California natives have been cultivated elsewhere, this redwood species naturally achieves its lush, majestic heights only in one place—a 450-mile strip along the Pacific, beginning in southern Oregon and ending just south of Monterey. The coast redwood, although it



Early loggers

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 11.11.5 | Many Voices, Many Visions: Analyzing Contemporary Environmental Issues | Student Edition 3

L.11–12.4b: ...Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes... to draw inferences concerning the meaning of scientific... terminology. CA

RH.11–12.7: Integrate... multiple sources of information...

Suggestion: Use a map at this point to provide a visual reference to the geographic region being described. Have students discuss how using the map adds to comprehending the text.

RH.11–12.2: Determine the central ideas or information of a... secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Suggestion: While reading the text, determine the relationships between the efforts of those advocating to protect redwood forests and those whose livelihoods and economic concerns are impacted by decisions. Analyze how these opposing needs affect the compromises included in various actions and legislation.

RH.11–12.7: Integrate and evaluate...information presented in diverse formats...

- Why was this photo chosen?
- How does it enhance understanding of the message in the text?
- Analyze the other photos in the same way.

RH.11–12.5: Analyze in detail how a complex...source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.


■ *Chronological sequence, going back in time*

WHST.11–12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts...

California Connections: Controversies in Redwood Conservation
Lesson 1 | page 2 of 4

may look somewhat similar, is a different species from China's related dawn redwoods (*Metasequoia glyptostroboides*).

Redwood National and State Parks contain over 130,000 acres; 38,982 are old growth. These parks boast a mild climate and fantastic sights: 40 to 50 miles of rugged and beautiful coastline, rocky promontories, beaches, forests, rivers, and prairies.



History: Land and Log

American Indians arrived in the area of the parks as early as 7,000 years ago. Four tribes ultimately inhabited the region: the Yurok, Tolowa, Hupa, and the Chilula. They lived off the bounty of salmon from the rivers, shellfish from the sea, and venison from the lands. They also gathered berries, roots, and herbs. By hollowing trunks of redwoods, they made canoes to fish and harvest mollusks. They preferred the mouths of watercourses or the edge of the surf to deep-sea fishing. They made use of fallen redwood logs but rarely cut down a living tree.

Early European settlers in the region viewed the coast redwoods as a source of lumber. Yet its durability and beauty were offset by the difficulty of felling these very tall trees by hand. Logging began in earnest when advanced machinery became available in the 1850s. At first, people believed the vast groves of huge redwoods were inexhaustible. Over the next century, however, most of the old-growth redwood forests were cut. Despite earlier conservation advocacy by the California Academy of Sciences and efforts by the Sempervirens Club, (now called the Sempervirens Fund), a National Geographic Society survey in 1963 revealed that only 300,000 of the original two million acres of primeval redwoods remained intact.

Creation of Redwood National and State Parks

By the early 1960s, efforts to preserve more old-growth redwood forests took hold. Ninety-five percent of the redwoods in California had been harvested, and citizens across the country were concerned about losing the remaining old-growth trees because of both their beauty and their particular value to wildlife. The Sierra Club launched the campaign for a national park. The National Geographic Society and the Save-the-Redwoods League were also at the forefront of this movement. In 1963, the National Geographic Society discovered that the three tallest known trees in the world were located in the area.

Hiking in redwoods

4 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 11.11.5 | Many Voices, Many Visions: Analyzing Contemporary Environmental Issues | Student Edition

WHST.11–12.2c: Use varied transitions and sentence structures to... clarify the relationships among...ideas and concepts.

- *Yet*
- *At first*
- *Over the next century, however*
- *Despite earlier*
- *By the early 1960s*

RH.11–12.5: Analyze in detail how a...source is structured...

■ *Claim/support*

RH.11–12.6: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

■ *Why did the author provide this history?*

RH.11–12.5: Analyze in detail how a...source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- *This paragraph contrasts with the previous paragraph to give opposing perspectives on the issue.*
- *Cause/effect*

RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

- *Why did they allow unrestricted logging outside the park?*

California Connections: Controversies in Redwood Conservation
Lesson 1 | page 3 of 4



Redwood forest conservation protest

30,000 under the care of the National Park Service, the remainder under the jurisdiction of the State of California.

While establishing the park helped preserve nearly half the Earth's remaining old-growth redwoods, jobs were lost in this sparsely populated area. Many felt founding the parks devastated the economies of Del Norte and Humboldt Counties. Although the government paid generous compensation to some families under the Redwood Employees Protection Program, others did not qualify under the rules. Some felt the money did not make up for individual losses, including retraining to industries—like tourism—that did not materialize to the degree expected. Many concerns were on the opposite side of the tug-of-war with economics: the unique redwood habitat, its diverse organisms, the ancient forest as a living lab of forest evolution, and the protection of its endangered species.

The 1978 Expansion: No Walk in the Park

The expansion of Redwood National and State Parks is a study in the complicated issues associated with environmental conservation. Animosity remains to this day between environmental protection and timber industry advocates on the North Coast. Controversy is as much a part of the local scene as the redwoods themselves.

At the forefront of opposing the expansion, the timber industry staged a memorable protest. They sent a convoy of logging trucks to Washington, D.C. They carried a log carved by chainsaws into the shape of a peanut—a reference to President Jimmy Carter's former occupation as a peanut farmer. Soon, many saw that it was not conducive to the preservation of the original park to be surrounded by land designated for timber production, so an additional 48,000 acres were purchased upstream from the existing park.

Park advocates were concerned that logging on adjacent private lands would be accelerated after

Not all people, however, saw the redwoods as an outdoor cathedral; others saw them as their livelihood. There was concern about the timber industry's importance to the regional economy. Lost timber jobs would directly affect the workers involved in the industry and would cause a domino effect to vendors and suppliers of tools and equipment. It also meant a reduced tax base to support schools, libraries, roads, welfare, and other basic services, including law enforcement.

The efforts of the Save-the-Redwoods League to preserve three large redwood groves eventually resulted in the establishment of Prairie Creek, Del Norte Coast, and Jedediah Smith Redwoods State Parks.

In 1968, Congress surrounded these three state redwood parks with newly purchased land that created the Redwood National Park. This came amidst pressures by conservationists and a compromise with the timber industry, allowing unrestricted logging outside the park. The new park ultimately would contain 58,000 acres, with

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 11.11.5 | Many Voices, Many Views: Analyzing Contemporary Environmental Issues | Student Edition 5

WHST.11–12.2c: Use varied transitions...

Transition words to present and clarify opposing viewpoints:

- *While*
- *Many*
- *Although*
- *Others*
- *Some*
- *Many concerns were on the opposite side*

RH.11–12.5: Analyze in detail how a...source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- *Claim/support*

Suggestion: Evaluate how the author supports this claim.

RH.11–12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Suggestion: Discuss how the owners felt to have their private land limited in use by Congress. Discuss possible questions that arise from this paragraph, such as: How did all of these actions transpire? How were private owners compensated?

RH.11–12.7: Integrate and evaluate...media...

- How does the placement of this photo represent and clarify the issue for the reader?

California Connections: Controversies in Redwood Conservation
Lesson 1 | page 4 of 4

the park was created. When it was enlarged, much of the area had been actively harvested throughout its history. Only the lower third of the Redwood Creek watershed was protected in the park, so Congress designated another 30,000 of mostly private acres upstream as Park Protection Zone. Since one-third of the Redwood Creek watershed was included in the expansion, it became possible for the restoration to start. The National Park Service gained jurisdiction and control over land bordering the park. Logging near the park then had to meet the Park Service's erosion control standards. Some people saw public management of the forests as the only reliable solution to avoiding further degradation. Others felt it infringed on private enterprise.


Expansion of the Redwood National and State Parks continued to spark controversy and divisiveness. Timber industry workers lost more jobs, mostly due to industry consolidation and modernization of the mills. Displaced workers blamed the limits on logging for many social ills, including higher than average unemployment and poverty. They believed the park was expensive and not as accessible to tourists as other national parks, therefore, not big enough to draw more dollars into the local tourist economy.

Advocates for resource conservation, biological diversity, and natural beauty continued to hold that the economic hardships were worth overcoming. Increased awareness of the importance of sustainable forest practices on private and public lands will help all of the stakeholders work together to balance these competing demands on natural resources.


The Challenge Continues

Within this saga, many ethical and environmental questions go unanswered, such as "Do trees simply provide ecosystem services, like the clean air and water that we too often take for granted?" "How valuable is the habitat for endangered species?" "Can the increased regulations and environmental protections for harvesting help balance these competing demands on forests?"

Difficult challenges continued in the Redwood National and State Parks even after their designation in 1980 as an international World Heritage Site and a biosphere reserve. The biosphere reserve seeks to safeguard the diversity of plants, animals, and microorganisms that make up our living "biosphere" and, at the same time, to meet the material needs of an increasing human population.



Spotted owl



Clear-cut area

6 CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 11.11.5. | Many Voices, Many Visions: Analyzing Contemporary Environmental Issues | Student Edition

RH.11–12.5: Analyze in detail how a...source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- Cause/effect
- Opposing viewpoints

WHST.11–12.2e: Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

RH.11–12.1: Cite specific textual evidence to support analysis of...sources...

RH.11–12.6: Evaluate authors' differing points of view...by assessing the...claims, reasoning, and evidence.

Suggestion: After reading the article, have students determine whether the author retained an objective stance in presenting opposing sides of the issue, or encouraged a specific point of view. Have students cite specific textual evidence or lack of evidence to support their statements.

Continue with a discussion regarding the writing techniques the author used to move back and forth between opposing viewpoints throughout the article. Were the transition words clear and helpful? Were there unclear parts? What questions were unanswered? At the end of the article, did the reader have a clear and balanced understanding of both sides of the issue? Was the reasoning behind those viewpoints clear?

WHST.11–12.2b: Develop the topic thoroughly by selecting...extended definitions...

- Biosphere reserve

California Common Core State Standards Descriptions

Language Standards

- **L.11–12.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
 - b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*). **Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA**

Reading Standards for Literacy in History/Social Studies

- **RH.11–12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **RH.11–12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11–12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11–12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **RH.11–12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **RH.11–12.6:** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- **RH.11–12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11–12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RH.11–12.10:** By the end of grade 12, read and comprehend history/social studies texts in the grades 11–12 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.11–12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11–12.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- **SL.11–12.4:** Present information, findings, and supporting evidence (**e.g., reflective, historical investigation, response to literature presentations**), conveying a clear and distinct perspective **and a logical argument**, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Use appropriate eye contact, adequate volume, and clear pronunciation. CA**

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **WHST.11–12.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
 - a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
 - c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- **WHST.11–12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **WHST.11–12.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **WHST.11–12.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.